

ENGLISH GRAMMAR EPITOMISED.

OR, A SHORT, PLAIN, EASY
Compendium of English Grammar,

FOR THE USE OF
YOUTH at SCHOOLS,

AS WELL AS ALL THOSE ADULT PERSONS,
WHO HAVE HITHERTO NEGLECTED THE MOST USEFUL
OF ALL STUDIES,
THAT OF THEIR MOTHER-TONGUE.

Wherein the Definitions are short, the Examples intelligible, the Rules of Syntax are exemplified with Examples under each Rule; Punctuation, or the Use of Stops, with other Marks used in Grammar, are illustrated by Examples; Rules for properly placing of Capital Letters in writing; Rules for Reading with Propriety; a Sentence construed according to the Elements of the English Language; with some Hints and Observations respecting the teaching of Youth to read, with Ease, Profit, and Improvement;—addressed to the Teachers of Youth.

By WILLIAM CHOWN, Schoolmaster,
At MOULTON, near Northampton.

NORTHAMPTON; Printed by T. DICEY and Co.

D[®]

ch
ions



AN ADDRESS

TO THE

TEACHERS of YOUTH of both Sexes.

NOTWITHSTANDING the Copiousness, Fluency and Perspicuity of the English Language, yet there is something more requisite in order to acquire a competent Knowledge of it, than merely reading with Attention the best and most celebrated Authors in that Language; I mean some Knowledge of GRAMMAR, which is absolutely necessary to be acquired by all those who would wish to speak, and write, with any Degree of Propriety and Elegance.—The following short, concise Epitomé, which was *originally* drawn up for the Use of my own Pupils, and for those in *particular* who were not designed to study the Latin Tongue, and who, in short, would have no Necessity for it in their future Lives; though a general Knowledge of Grammar, and more especially in the Latin, is useful and instructive.—I do not presume to say, that I have entered into the minute Parts of it, but have only published the most essential Institutes of GRAMMAR, that may enable a Boy to become acquainted with those Parts that are *really useful*, it being so very concise, that a Boy of a tolerable common Capacity, may commit the Whole to Memory in the Course of two Months.—And if he has a natural Genius, and wishes to cultivate his grammatical

tical Education, I would refer him to Dr. Louth's English Grammar, Mr. Fisher's, or Mr. Fenning's, &c. &c. Or if he wishes to be philosophically acquainted with the Power of Speech, would have him consult Mr. Harris's HERMES, wherein he will find, clearly investigated, the Nature of Grammar in general.—I know, by Observation, that many Youth, who have been at School for four or five Years, who perhaps have gone through their arithmetical Education with Ease, have not been able to dictate, or write with Propriety a short Epistle even of a Dozen Lines, merely for being deficient in some of the principal, and most essential Rules of GRAMMAR.—I shall think myself peculiarly happy, could I excite my Brethren, who are entrusted with the Care of Youth, to introduce this short Epitomé, or something similar to it, into their Schools, that they might acquire some Knowledge of their Mother-Tongue.—At the Request of several Friends, I have committed this little Work to the Press, and therefore I humbly solicit their Candour and good-natured Criticism, as I did not pretend to present them with a perfect Piece, my chief Design being Utility.

WM. CHOWN.

MOULTON,

February 16th, 1788.

27 AP 66

A COMPENDIUM Of English Grammar, &c.

GRAMMAR, is the Art of speaking, and writing, any Language properly, and correctly.

The English Language consists of twenty-six Letters, viz. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z; these are Capitals. The small Letters are thus formed;—a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z; Twenty of which are Consonants; Six are Vowels, viz. a, e, i, o, u, and y, when it ends a Word; by which Syllables, Words, and Sentences are formed. No Word can be formed without the Aid of a Vowel; thus, we cannot say *brght*, but if we add *i*, then it will be *bright*. When two Vowels meet together in a Word, as in *Pea*, it is called a Diphthong; and when three Vowels are joined in a Word, it is called a Triphthong, as in *Lieu*.

Grammar is divided into four Parts, viz.
1. Orthography. 2. Prosody. 3. Etymology.
4. Syntax.

Of ORTHOGRAPHY.

Orthography, or the first Part of Grammar, may be best explained by the Definition of two

Terms, viz. Orthography and Orthœpy.—Orthography implies the true writing of Words; as we must write *Occasion*, and not *Occashon*, or *Ocation*; and Orthœpy relates to the true Pronunciation of them, as *Service*, not *Sarvice*.

OF PROSODY.

Prosody is that Part of Grammar which teaches how to pronounce Syllables in Words, according to their true Accent and Quantity.

OF ETYMOLOGY.

Etymology is that Part of Grammar which treats of the Kinds of Words, or Parts of Speech, their Derivations, Changings, and Likeness to one another; as, from *Fool*, comes *foolish*; from *taught* comes *untaught*, &c.

Our Language is divided into eight Parts of Speech, viz. Names or Noun-Substantives, Qualities, Verbs and Participles, Adverbs, Conjunctions, Prepositions and Interjections.

OF NAMES.

Names are the Names of Persons, or Things themselves, without the Help of any other Word to make them understood; as a *Man*, a *Book*, &c. There are three Sorts of Names, viz. *Common*, *Proper*, and *Relative*.—Common Names are such as comprehend a whole Kind, as a *Man*, a *City*.—Proper Names are such as belong to particular Persons or Things; as *William*, *London*, &c.—Personal Names are such as belong to Persons, to avoid the Repetition of the same Word.

Nouns

Nouns have two Numbers, the Singular and the Plural. The singular Number is used when we speak of one, as *a Man, a Tree, an Ox*; the plural is used when we speak of more than one, as *Men, Trees, Oxen, &c.* We form our Plurals variously, according to the Idiom of our Language, which may be seen in the Works of the best Writers.

Nouns have three Genders, the *Masculine*, the *Feminine*, and the *Neuter*. The *Masculine* is the *Male*, expressed by the Pronoun *He*; the *Feminine* is the *Female*, expressed by the Pronoun *She*; and the *Neuter* Gender is signified by *it*, which is of neither Sex.

Noun-Substantives have but one Case, which is called the *Genitive*, and is expressed by *of*, or the Letter *s*, with a Comma prefixed, as *Pope's Works*, or the *Works of Pope*.

OF PRONOUNS.

Pronouns are Words used instead of Nouns: Thus, we say, *I, you, he, she*, instead of making Use of the Name of the Person alluded to.—Pronouns must always be joined to active or passive Verbs: Thus, we must say, *I love, I read, I hear, I teach, and I am loved, I have been taught, &c.*—In the Use of Pronouns, in Writing, I desire the Reader to attend to the following Rule, viz. They may either be applied to Substantives or Adjectives; thus, we may say, *I am a Man, he has a Horse, I have a Wife*; but in Adjectives, we say, *I am a virtuous Man, he has a fine Horse, I have a beautiful Wife.*

Who,

Who, which, what, and that, are called nominal Interrogatives, or Relatives; *who, which*, and *what*, are used when we ask a Question; *who* is applied to Persons, *which* and *what* to Things; but *that* is demonstrative, as, *Who* is the King? *Which* House is yours? *What* is your Business? *That* is the Horse, (which I mentioned to you.) &c.

In order to render the Declension of Pronouns, and the proper Use of them more plain, I have subjoined the following TABLE, of all the PRONOUNS, in the several States.

		The leading State.	The following State.	Their Possessives to be used.	
				With a Substantive.	Without a Substantive.
1 Person	Sing.	I	Me	My	Mine
	Plur.	We	Us	Our	Ours
2 Persons	Sing.	Thou or You	Thee	Thy	Thine
	Plur.	Ye or You	You	Your	Yours
3 Persons	Sing.	Male.	He	Him	His
		Fem.	She	Her	Hers
		Neut.	It	It	Its
	Plur.		They	Them	Their
				Their	Theirs
The Interrogatives.	Of Persons.	Who	Whom	Whose	Whose
	Of Things.	What		Whereof	

Of

OF ADJECTIVES.

Adjectives are the Qualities of a Thing; such as, a *hard* Stone; a *good* Man; a *pious* King; a *young* Horse. *A*, *an*, and *the*, have the Nature of Qualities, being joined to Names, as other Qualities, but are commonly called Articles; as, a Boy, an Herb, the King.

Adjectives have three Degrees of Comparison, the *Positive*, the *Comparative*, and the *Superlative*; the Positive is the Word itself, as *tall*; the Comparative has the Addition of *er*, as *taller*; and the Superlative requires *est*, as *tallest*. There are several Words that form their Degrees of Comparison irregular, as *little*, *less*, *least*, &c.

OF VERBS.

A *Verb* is a Word conveying the Ideas of *being*, *doing*, and *suffering*: Thus I say, *I love*, *I work*, *I suffer*.

Verbs are either active or passive.

Active Verbs imply all that a human Being can do of himself, without any supernatural Assistance; such as, *I love Mary*, *I read a Book*.

Passive Verbs signify the Force that any Thing has upon our Minds, so as to regulate our Conduct; such as, *I am loved*, *I am taught*, *I am hated*, *I am treated with Cruelty*, &c.

In Verbs, we are to consider the *Person*, the *Number*, the *Time*, and the *Mood*.

Thus, with Respect to the Person, *I love*, thou *taught*, he *loves*.

In

In Numbers, thou *lovest*, he *hates*.

In Times, I *hear*, I *read*.

The Mood is the Manner in which Passions or Actions are represented, and it must allude to Time.—TIME is *present*, *past*, and *future*.

The *Indicative Mood* consists of the following Expressions :

- | | | |
|--------------------|---|------|
| 1. I have | $\left\{ \begin{array}{c} \text{We} \\ \text{Ye} \\ \text{They} \end{array} \right\}$ | Have |
| 2. Thou hast | | |
| 3. He hath, or has | | |

Time past.

- | | | |
|---------------|---|-----|
| 1. I had | $\left\{ \begin{array}{c} \text{We} \\ \text{Ye} \\ \text{They} \end{array} \right\}$ | Had |
| 2. Thou hadst | | |
| 3. He had | | |

Future Tense, or Time.

- | | | | |
|-----------------------|---|---|---|
| 1. I shall or will | $\left\{ \begin{array}{c} \text{Have} \end{array} \right\}$ | $\left\{ \begin{array}{c} \text{We} \\ \text{Ye} \\ \text{They} \end{array} \right\}$ | $\left\{ \begin{array}{c} \text{Shall or will} \\ \text{have} \end{array} \right\}$ |
| 2. Thou shalt or wilt | | | |
| 3. He shall or will | | | |

Imperative Mood.

- | | | |
|-------------------------------|-------------|---------------|
| 1. Let me have | $\parallel$ | Let us have |
| 2. Have thou, or do thou have | | Do ye have |
| 3. Let him have | | Let them have |

Subjunctive Mood.—Present Tense, or Time.

- | | | | | |
|---------|---|-------------|---|------|
| 1. I | $\left\{ \begin{array}{c} \text{Have} \end{array} \right\}$ | $\parallel$ | $\left\{ \begin{array}{c} \text{We} \\ \text{Ye} \\ \text{They} \end{array} \right\}$ | Have |
| 2. Thou | | | | |
| 3. He | | | | |

OF PARTICIPLES.

A *Participle* is a Part of Speech derived from a *Verb*, but sometimes it is used as an Adjective. It is active, and passive, viz. Active, *loving, hearing, seeing, &c.* Passive, *loved, heard (or heard) taught.*

OF ADVERBS.

Adverbs are added to *Verbs*, or Words, and are generally used to point out some particular Circumstances, relating either to an Action, or Quality.

Adverbs mostly imply Time, Place, Number, Order, Quantity, affirming, denying, or doubting; as, *now, to Day, already, before, Yesterday, when, then, ever, never, here, there, where, &c.*

There are also some *Adverbs*, of comparing; as, *how, so, how much, rather, than, &c.*

Some *Adverbs* may be compared like Qualities, or Adjectives; as, *soon, sooner, soonest, often, oftener, ofteneft.* All Words ending in *ly*, are *Adverbs*; as, *sweetly, meekly, freely, &c.*

OF CONJUNCTIONS.

A *Conjunction* is a Part of Speech that joins or disjoins Sentences, and shews their Manner of Dependence upon, or Contrariety to one another; as, *also, and, both, neither, nor, or, either, for, because, so that, but, if, though, although, therefore, wherefore, unless, except, &c.*

N. B. Some Conjunctions may be reckoned *Adverbs*,

Adverbs, and some Adverbs Conjunctions, according to the Sense they supply.

OF PREPOSITIONS.

A *Preposition* is a Part of Speech, set separate or before other Parts, especially Names, or Substantives, to shew the Respect or Relation one Thing has to another, implying mostly Motion, to, or from a Place, as follows; *Above, about, after, against, among, amongst, as, before, behind, beneath, between, beyond, by, through, besides, for, from, in, into, on, upon, over, out, of, to, unto, towards, under, with, off, within, without.*

OF INTERJECTIONS.

An *Interjection* is a Particle (often inarticulate) expressing some sudden Passion of the Mind; as, *ah! alas! heigh! ha! whey! hem! hey! &c.*

OF SYNTAX.

Syntax is the right joining or concurring of Words, in a Sentence, or Sentences, together; according to the twelve following Rules.

Rule 1. A Verb must agree with its nominative* Word, in Number and Person; as, *I read, thou readeſt, he readeth (or) reads, we read, &c.*

2. When a Quality is varied according to its Name, or Substantive; as, *this Man, theſe Men, that Book, thoſe Books.*

3. The

* The nominative Word is known by asking the Question, *who, or what*; as, Who reads? The Answer is obvious—I; therefore I is the Nominative to the Verb read, &c.

3. The Relative must agree with its Antecedent, that is, its foregoing Name, or Names, in Number and Gender; as, *this is the Boy that reads so well; he is a very hopeful Youth. This is a charming Girl; she is very modest. I value this Book; it contains good Morals.*

4. When a Relative comes before a Verb, it must be of the leading State; as, *Flowe, we love.* When it is set after the Verb, it must be of the following State; as, *my Father loves me, the Master loves us.*

5. Two or more Names of the singular Number, having a Conjunction Copulative between them, require a Verb plural; as, *John and Joseph are (not is) good Boys. The King and Queen reign (not reigns.)*

6. To relative Names, or a Name and a Relative, require a Verb plural; as, *thou and he are diligent; he and she are abroad; John and I have been walking.* two.

7. Names of Number or Multitude, may have either a singular or plural Verb, tho' the Name itself be singular; as, *the Mob is (or are) unruly; the Parliament is (or are) sitting; Part of the Army was (or were) slain.*

8. The Verb Substantive, that is, *am*, with its past Time, *was*, has the leading State of a Relative both before and after it; as, *thou art he, who am I? these are they.*

9. A Preposition has the following State of a Relative after it; as, *she abode with us; they came to me.*

B

10. When

10. When two Names come together, the former is, by the Addition of *'s*, changed into the Genitive Case; as, *Man's Life*, for *the Life of Man*; *Children's Folly*, for *the Folly of Children*. When three or more Names are connected by the Articles *and*, *or*, and *nor*, the Genitive Case is formed only from the last, tho' all the Possessives are understood; as, *this is Abraham, Isaac, and Jacob's Invention*; *it is either Margaret or Mary's Contrivance*; *that is neither John nor Joseph's Performance*. Also when several Names are taken together, as a Possessor, without a Conjunction; as, *the Lord Mayor of London's Authority*.

11. Conjunctions, also the Adverb *than*, which always follows Qualities of the comparative Degree, connect like States; as, *she reviles them, and you, and me*; *he is two Inches taller than I*, that is, *than I am*.

12. A comparative Adverb must not be set before a Quality compared by *er*, and *est*; as, *wiser*, *wisest*; and not *more wiser*, or *most wisest*.

In English Grammar, the following *Points*, or *Stops*, are commonly used, and which should be learned and understood by every one who wishes to read and write with Propriety.

The Characters of Stops are (viz.)

1. A *Comma*, placed at the Foot of a Word, and marked thus (,) at which the Reader must stop whilst he may count the Number *One*.

2. A *Semicolon*, a Point over a Comma (;) here you must stop till you may count *One, Two*.

3. A

3. A *Colon*, two Points (:) here stop in Reading until you can count *One, Two, Three.*

4. A *Period*, a single Point, at the Foot of a Word (.)

5. A Note of *Interrogation*, or asking a Question (?)

6. A Note of *Admiration*, or *Exclamation* (!)

N. B. At these three last-mentioned, viz. the *Period*, *Interrogation*, and *Exclamation*, the Pause to be made in Reading is whilst you may deliberately count *One, Two, Three, Four.*

Examples, and Illustrations of the several Points used in Grammar.

1. The *Comma*, which is the shortest Pause; as, O sing unto the Lord, for he is merciful, long-suffering, slow to Wrath, abounding in Goodness and Truth.

2. A *Semicolon* ought to be made in the Subdivision of the Members of a Sentence; as, Good Boys shall be rewarded; because they pay Attention to their Learning.

3. A *Colon* is used when the Sense is perfect, but the Sentence not quite ended; as, If the Enemy advances, I command you to give Battle: If not, march strait to the City.

4. A *Period* is made when the Sentence is completely finished; as, Learning makes Life sweet, and produces Pleasure, Tranquillity, Glory and Praise.

5. An

5. An *Interrogation* is used when a Question is asked; as, How old are you?

6. An *Admiration*, or *Exclamation*, is a Direction for raising the Tone of Voice, upon some vehement Passion being expressed; as, O that Villain! O wretched Man! O that I had never been born!

The Marks or Notes to be met with in Reading are,

1. An *Apostrophe*, marked thus (') used to abbreviate or shorten a Word.

2. A *Caret*, thus (^) placed where some Word is left out in Writing; as, God will punish^{bad} Men. This is also called a Circumflex, when placed over some Vowel of a Word, to denote a long Syllable; as, Euphrâtes.

3. An *Hyphen*, thus (-) used in joining the Syllables of Words, and compounded Words, together; as, Bed-Chamber.

4. An *Accent*, thus (') being placed over a Vowel, denotes that the Tone, or Stress of the Voice, in pronouncing, is upon that Syllable.

5. *Breve* (˘) is a crooked Mark for a Vowel, and denotes that it is sounded quick.

6. *Diæresis*, thus (¨) is two Points placed over two Vowels, that would otherwise make a Diphthong, and parts them into two Syllables.

7. *Parenthesis*, thus () serves to illustrate a Sentence, and may be left out, and yet the Sense remain intire.

8. A

8. A *Paragraph*, thus (¶) placed at the Beginning of a new Discourse, and denotes what is contained in a Sentence or Period; this Mark is chiefly used in the Holy Scriptures.

9. A *Quotation*, thus (“ ”) to signify the Words so marked are transcribed from the Writings of another in his own Words; or the Expressions of another in his own Words.

10. An *Index* (†) shews somewhat very remarkable, and worthy of particular Observation.

11. A *Section*, thus (§) is the Sub-division of a Discourse, or Chapter, into lesser Parts, or Portions.

12. An *Asterism*, thus (*), an *Obelisk* (†), and *Parallels* (‖), with the Letters of the Alphabet, Figures, &c. refer to the Margin, or Bottom of the Page.

Of Capitals, or Great Letters.

1. All Noun-Substantives, whether proper or common, and also the proper Names of Persons, Places, Seas, Rivers, Ships, Winds, Months, &c. should be distinguished by beginning with capital Letters.

2. Let the first Word of every Epistle, Book, Note, Verse, Bill, &c. begin with a Capital.

3. A Quotation or Sentence from an Author, in his own Words, must begin with a Capital.

4. Be sure not to write a Capital in the Middle of a Word, among small Letters.

5. The

5. The Pronoun *I*, and the Letter *O*, must always be written in Capitals.

Of Abbreviations of Titles, &c.

Mr. (stands for) Master	A. D. or An. Dom. In
Mrs. Mistress	the Year of our Lord
Ld. Lord	A. M. Forenoon
Bp. Bishop	B. V. The blessed Virgin
Abp. Archbishop	J. H. S. Jesus the Saviour of Men
Knt. Knight	i. e. that is
Esq. Esquire	M. S. Manuscript
Gent. Gentleman	M. SS. Manuscripts
Dr. or S. T. P. Doctor of Divinity	N. B. Note well
M. D. Doctor of Physic	N. S. New Stile
L. L. D. Doctor of Laws	O. S. Old Stile
A. M. or M. A. Master of Arts	Per Ann. Yearly
B. D. Bachelor of Divinity	Per Cent. by the Hundred
B. A. Bachelor of Arts	P. C. Privy Counsellor
St. Saint	P. M. Afternoon
Bart. Baronet	P. S. Postscript
Capt. Captain	Ult. the last
Lieut. Lieutenant	Viz. that is to say
Col. Colonel	e. g. or v. g. as for Example
Lp. Lordship	q. d. as if he should say
Rt. Hon. Right Honourable	vide see
F. R. S. Fellow of the Royal Society	^e / _y the
G. R. George, Rex (or the King.)	& and
	&c. and so forth

Directions

Directions for Reading with Propriety.

Be careful to attain a perfect Knowledge of the Nature and Sound of the Vowels, Consonants, and Diphthongs, &c. and give every Syllable, and every Word its proper and full Sound. If you meet with a Word you do not understand, do not guess at it, lest you get a Habit of miscalling it; but divide it in your Mind, into its proper Number of Syllables. Avoid *Hem's*, *O's*, and *Ha's*, between your Words. Attend to your Subject, and deliver it just in the same Manner as you would do if you were talking of it.

This is the great, general, and most important Rule of all; which, if carefully observed, will correct almost all the Faults of a bad Pronunciation. Let the Tone and Sound of your Voice in reading, be the same as in speaking, and do not affect to change that natural, and easy Sound wherewith you speak, for a strange, new, awkward Tone, as some do when they begin to read; which would almost persuade our Ears, that the Speaker and the Reader were two different Persons, if our Eyes did not convince us of the contrary. Take particular Notice of your Stops and Pauses. Place the Accent upon its proper Syllable, and the Emphasis (or Stress of Voice) upon its proper Word in a Sentence.—By attending to these Directions, you will avoid a Monotony in Pronunciation; or a dull, set, uniform Tone of Voice, which to a judicious Ear, is extremely irksome and disagreeable.

EXAMPLE

EXAMPLE of construing a Sentence, according
to the Elements, or Parts of Speech of the
English Language.

Remember now thy Creator in the Days of
thy Youth, while the evil Days come not, nor
the Years draw nigh, when thou shalt say, I
have no Pleasure in them.

Remember, a Verb of the imperative Mood—*Now*, an Adverb of Time—*Thy*, a Pronoun—*Creator*, a proper Noun Substantive—*In*, a Preposition—*The*, an Article—*Days*, a Substantive, plural Number—*Of*, a Preposition—*Thy*, as before—*Youth*, a common Substantive—*While*, an Adverb of Time—*The*, as before—*Evil*, an Adjective—*Days*, as before---*Come*, a Verb, third Person plural---*Not*, an Adverb of denying---*Nor*, a disjunctive Conjunction---*The*, as before---*Years*, a Noun Substantive, plural Number---*Draw*, a Verb active, third Person plural---*Nigh*, an Adjective---*When*, an Adverb of Time—*Thou*, a Pronoun, second Person singular Number---*Shalt*, an auxiliary Verb, future Tense, agreeing with *thou*---*Say*, a Verb of the future Tense, agreeing with *thou shalt*—*I*, a Pronoun, first Person singular Number---*Have*, a helping Verb, of the perfect Tense---*No*, an Adverb—*Pleasure*, a common Substantive, singular Number---*In*, as before—*Them*, a Pronoun, third Person plural, agreeing with the before-mentioned Substantive, *Years*.

I humbly

I humbly conceive, that a Method something similar to this, would be of singular Service to the Tyro, would the diligent and good-natured Teacher explain a few Verses, Paragraphs, or Sentences in this Manner, it would not only teach him to distinguish the several Parts of Speech, but would also tend to fix in his Mind, a distinct Idea of the Noun Substantives, for rightly placing the Capitals; which is an essential Point in writing with Propriety.

Another Hint I beg Leave to propose, respecting the Teaching of Youth to read, any English, classical Author, or even a common News-paper; (though I am not so vain as to think every other Teacher neglects it;) is, that in hearing the Pupil read, he points out to him, the principal Parts of Speech; the proper Use of Stops; where the emphatical Word or Words are in the Sentence; and also to give a proper Definition of every Word of which he does not understand the Meaning. To be as it were, a Kind of *Living Dictionary* to him, if I may be allowed to use the Expression. This Method persisted in, I am fully convinced of, from Experience, will soon bring Youth to understand what they read, and not to read, (as too many do) without having any Idea of the Author's Meaning. It has been a Custom with me, for several Years in my own School, not to permit a Youth to pass over a Word without giving a Definition of the same, if unknown before.—I shall submit what I have said on this Subject to my Brethren, who
are

are engaged in the same laudable and arduous (though often despised) Profession, of teaching Youth the Principles of Literature; and if what I have advanced deserves any Merit, I hope I shall be indulged with their Patronage and Candour.

ERRATUM.—Page 4, Line 10, for *Fase*, read *Ease*.



FINIS.

27 AP 66

ous
ng
if
I
age

100